

Classics Department Mentoring Plan

I. MENTORING STRUCTURE

A. Academic advising

1. Initiation of Advising

Advising and mentoring begin before the new students arrive. In the spring prior to matriculation, the department assigns each student an academic mentor, who is in touch with them over the summer and when they arrive in the fall. At the start of the fall quarter, new students will meet as a group with the department chair, who will discuss with them the Mentoring Plan and related resources in the department, division and university.

2. Eligibility for Advisory Positions

Primary academic advisors and dissertation chairs will always be core faculty in Classics, but other members of the dissertation committee can be external to the department or the University, nor are these barred from mentoring graduate students, and are in fact encouraged to do so.

3. Responsibilities of the Advisor and Advisee

The department does not have a formal statement of these responsibilities of the Advisor and Advisee nor does it employ mentoring contracts beyond the strict timetable of regular meetings (see Section I A5 below) and a general agreement that both will honor the deadlines imposed and work together to create a congenial and supportive environment for the student.

a. General responsibilities of all Advisors

1. will support their advisees as they move through different milestones of the program and not unreasonably obstruct their progress towards completion.
2. will be responsive to and communicate with advisees in a consistent, timely, and respectful manner.
3. will notify advisees of scheduled leave or other extended absences from campus and discuss how this will affect communication with them.
4. will provide guidance on or help students obtain professional skills requisite to their field in areas such as publications, conference participation, entering the job market, etc.

b. Specific responsibilities of different personnel in addition to the general responsibilities listed above

1. **Personal Mentor** (assigned before arrival) will provide ongoing personal advice about the students' well-being and their educational and career goals until the creation of the dissertation committee.
2. **DGS** will provide ongoing administrative guidance about what classes to take, the schedule of graduate examinations, and other administrative details.
3. **Co-Instructors of the Joint Research Seminar** will in the autumn and winter quarters of years 1-2 provide individual intellectual guidance about the discipline of Classics, methodological approaches, and research and writing skills.
4. **Dissertation Chair and Committee**
 - a. will take over all mentoring duties for professional and pastoral guidance, although the DGS will remain available for administrative issues.
 - b. will provide timely feedback on chapters and full drafts of the dissertation.
 - c. will in a timely manner provide letters of recommendation for job and fellowship applications.
 - d. In cases where a student is pursuing a joint degree with another department or has named two or more departmental faculty as equal advisors (as co-chairs, for instance, of a dissertation), these co-chairs will meet with the candidate and the Classics department chair, in order explicitly to discuss how advising responsibilities are to be shared.

c. **General Responsibilities of the Advisee**

1. will stay informed about program requirements and deadlines.
2. will keep their advisors informed in advance of the assistance they might require at various stages of the program.
3. will regularly inform their advisors about the state of their progress in the program. For students who have reached candidacy, this includes regular updates on the progress of their dissertation.
4. will notify advisors about extended absences from campus for work or personal reasons.
5. will inform their advisors of their need for a letter of recommendation well in advance of the deadline.

4. **Expectations**

- a. **Faculty Feedback:** The department expects faculty to supply timely and significant feedback on student research and writing in coursework and on dissertation chapters. Faculty are expected to acknowledge receipt of the students' submissions and give an estimated time for providing feedback.

For their part, students should submit their work in a timely fashion and well in advance of contingent deadlines.

- b. **Student Progress:** The department expects students to meet the milestones and requirements of the program, as regards coursework with quality grades, exams, and seminar papers. Section II (below) lays out general requirements; additional information on the curriculum is available on the Program page of the website.

- 5. **Frequency of Meetings** Before candidacy, students will have quarterly meetings with their personal advisor, quarterly meetings with the DGS, and an annual meeting with both the DGS and the department chair. After candidacy, students will have quarterly meetings with the dissertation chair to discuss goals and progress and an annual meeting with the entire dissertation committee, the scheduling of which is the responsibility of the dissertation chair. The report that results from that meeting will serve as the basis for an annual meeting of each dissertating student with the department chair and the DGS.

6. **Capacity and Distribution**

On average, faculty members will be asked officially to mentor no more than one pre-candidacy student. The DGS will typically serve a two- to- three-year term. Students in candidacy will be the responsibility of individual dissertation chairs and committee members, and we set no limit on the number of dissertation advisees a single faculty member might have.

7. **Oversight to Assess Student Progress**

- a. **Department Chair** will hold individual annual meetings with each student, the DGS, and the student's dissertation chair (when applicable; see Section I A5 above).
- b. **Director of Graduate Studies** will hold individual quarterly meetings with each pre-candidacy student and an annual meeting with each student, the department chair, and the student's dissertation chair (when applicable).

- B. **Teaching:** The department will assist students in fulfilling the pedagogical training required for the degree in according with its Pedagogical Training Plan (see attached Appendix).

C. **Professional Development**

- 1. **Conferences:** The department will encourage and assist students in presenting their work in local workshops, the annual meetings of academic associations in the field, and also at smaller conferences focused on their research. Students are expected to work on drafts of their presentations with their advisors at least two months before the talk is given. In the tenth week of autumn quarter the department will provide an opportunity for students to give a dry run of SCS and

job talks. The department encourages students to try out their other conference presentations in a UChicago workshop setting. Students who deliver papers in such venues should apply to the Division and department for material support with travel and expenses.

2. **Publications:** The department encourages students to publish their work in the best academic journals. In particular, the department encourages our students to have at least one article in print or forthcoming by the time they defend their dissertations.
3. **External grants and fellowships:** The department will encourage and assist students to exploit university resources in identifying and applying for external research grants and fellowships.
4. **Service:** As a part of their professional development, graduate students are encouraged to serve as workshop coordinators and social chairs and as representatives on departmental and other committees. They are also encouraged to propose panels for the annual meetings of the SCS and CAMWS and to organize conferences at the University of their own design, to apply for funding for these conferences, and to chair the proceedings. The departmental community will advise and mentor in these areas on an *ad hoc* basis.

D. Career Advising

1. **Academic Placement:** The department will assist students in seeking academic placement. Students and advisors should discuss aspirations and expectations well in advance of a given year's job market; this should include the drafting and revision of cover letters, CVs, teaching and research statements, and other components of a job application. Students are encouraged also to consult the department's professional skills advisor; and UChicagoGRAD can provide expert assistance. Advisors will assist in organizing mock job tasks as necessary.
2. **Non-Academic Employment:** The department's professional skills advisor, in coordination with UChicagoGRAD, will assist students in identifying and applying for the non-post-secondary academic job market.
3. **Campus Resources:** The DGS and Professional Skills Advisor will assist students in identifying and using university career resources beyond the department.

E. Additional Forms of Mentoring

In addition to encouraging active participation in workshops, the department will sponsor brown-bag lunches twice a year with graduate students and one or two faculty members who are willing to talk about their professional experiences.

II. DEGREE PROGRESS

- A. **Academic Milestones:** The following timetable indexes formal mentoring and advising to a basic timetable of milestones and requirements in the graduate program. For further details, see the description of the graduate program on the departmental website.

Years 1-2: Milestones: Students pass the Greek and Latin language examinations, pass two modern foreign language examinations, and take nine courses each year with a grade of B or higher. Students are required to write one long research paper in each of years 1 and 2 for the Joint Research Seminar. **Mentoring:** quarterly meetings with personal advisor, quarterly meetings in the autumn and winter quarters with co-instructors of the research seminar, quarterly meetings with the DGS. The Chair will attend the quarterly meeting in the spring.

Year 3: Milestones: Students pass all comprehensive and field examinations, may take the Dissertation Prospectus Seminar, and may begin to draft the dissertation prospectus and assemble a dissertation committee. **Mentoring:** quarterly meetings with personal advisor, quarterly meetings with the DGS. All students will choose an advisor for their special field exam by the end of first quarter of their third year. This advisor can provide mentorship as the student transitions to the writing of a prospectus. The department chair will attend the quarterly meeting between the student and DGS in the spring.

Year 4: Milestones: Students must take the Dissertation Prospectus Seminar, finish assembling a dissertation committee, and get departmental approval of their dissertation prospectus. **Mentoring:** quarterly meetings with personal advisor (until the dissertation committee is assembled), quarterly meetings with the DGS. The Chair will attend the quarterly meeting in the spring.

Years 5 and beyond: Milestones: Students write and edit the dissertation at an ideal rate of one draft chapter per quarter. **Mentoring:** quarterly meetings with dissertation chair, an annual meeting with the entire dissertation committee, and an annual meeting with the DGS, the department chair, and the dissertation chair.

- B. **Teaching:** See Appendix A.

C. **Tracking**

1. **Personnel** The DGS will track student progress through the academic milestones of years 1-4, and after that the dissertation committee chair and the department chair will follow suit. The department will maintain electronic and paper records, as appropriate, of progress reports, classroom observations, seminar papers, and the like. Dissertation chairs will be asked each year to verify the status and progress of students in candidacy, through completion of the Dissertation Committee Signature Sheet, to be signed and dated by the student and all members of the dissertation committee.

2. **Protections:** The department will assist students in staying on track through the mechanisms of mentoring and advisement outlined in this plan.
- D. **Reviews:** The department will conduct a formal review of graduate student progress every year at the close of spring quarter. The chair and DGS will meet with each student to discuss milestones and requirements relative to status within the program. Students will be advised on areas of concern and, wheresoever possible, plans will be jointly crafted to address these. Where probation is warranted, a process and timetable for lifting probation will be discussed and then conveyed in writing to the student and her/his mentor. In the case of students in candidacy, the department chair and the DGS will be joined by the dissertation chair and the discussion will focus on how the dissertation is progressing.
- E. **Remedies:** When a student is struggling, the DGS and, as appropriate, the student's mentor, will meet regularly with the student to assist and advise on remediating the difficulty. with an eye to the importance of regular progress to degree.
- F. **Counseling Out:** Students may be counseled to withdraw from the program under circumstances such as: (i) the student elects to leave the program; (ii) the student fails the graduate examinations outlined in the guide to the graduate program; or (iii) the student fails to meet the conditions for lifting academic probation. Such cases will be discussed before the full faculty, and students and the department may in every case consult, independently or jointly, the Dean of Students..
- G. **Faculty Accountability:** The department will assess the quality of its mentoring in two ways: (i) by having exit interviews with all students when they leave or graduate from the program; and (ii) by encouraging them to report poor mentoring to the chair or the DGS.

III. STUDENT SUPPORT

- A. **Communication:** The department chair will meet with graduate student cohorts at two times in their career to give them an overview of the mentoring available to them: (i) as first-year students in the autumn soon after their arrival to discuss how mentoring works in the first years of their program; and (ii) as newly ABD students to discuss how mentoring works in years 5 and beyond.
- B. **Interventions:** If pre-candidacy students encounter difficulties with their personal mentors, they may inform the DGS, who will provide mediation. If dissertating students encounter difficulties with their dissertation chair or other committee members, the department chair will provide mediation.
- C. **Changing Advisors:** If pre-candidacy students wish to change their personal mentor, they may do so with the help of the DGS. If dissertating students wish to change their dissertation committee members, they may do so in consultation with their dissertation chair, and if they wish to change their dissertation chair, they may do so in consultation with the department chair and by filing a new Dissertation Committee Signature Sheet signed by the new dissertation chair.

- D. **Diverse Backgrounds:** Advisors will follow existing divisional guidelines on under-represented minorities, students with disabilities, and first-generation students. The DGS will hold a separate annual meeting with students whose first language is not English to discuss any difficulties they may encounter arising from this fact.

IV. **FACULTY SUPPORT**

- A. **Communication:** The department will publish its mentoring plan on the website and will provide all present and future faculty members with copies. The department chair will also meet with all new faculty and go over the plan point by point. The dissertation chair will alert dissertation committee members from other departments and universities of our advising policies that are pertinent to dissertating students.
- B. **Assistance:** The department encourages faculty to seek advice from the department chair, the DGS, or Dean of Students when difficulties in mentoring arise.
- C. **Recognition:** The department will ask students to comment on graduate student mentoring as an important part of tenure and promotion decisions.

V. **AMENDMENTS TO MENTORING PLAN**

The department will (re)evaluate and update this mentoring plan every five years. The department chair will also have exit interviews with graduate students that will include questions about the effectiveness of our mentoring plan and suggestions for change.

APPENDIX: Classics Department Pedagogical Training Plan

Year 1. Teaching Experience: None required

Pedagogical Training and Mentoring	Learning Goals
Students who wish to start thinking about teaching can attend workshops in CCT or CLC.	

Year 2. Teaching Experience: Pre-teaching Professional Development, focus on first-year language

Pedagogical Training and Mentoring	Learning Goals
<ol style="list-style-type: none"> 1. Attend “Language Pedagogy for the Contemporary Classroom” offered in Winter quarter in the CLC. 2. Observe two sessions in either first-year Latin or first-year Ancient Greek. 3. Begin to develop, with LPC in consultation with DGS, teaching trajectory. 	<ol style="list-style-type: none"> 1. Gain an overview of foreign language pedagogy and practices, understand reverse design as a framework, understand the role of assessment in reverse design and formats for assessment, understand the pedagogy behind classroom and other teaching techniques and activities 2. See first year instruction in action, and how different days can be different for explicable and inexplicable reasons. 3. Get one’s feet wet, gain a sense of how the classroom feels, get formative assessment on planning lesson, giving directions, structuring activities. 4. Consider the role of teaching in one’s career goals. Discuss how to target professional development activities.

Year 3. Teaching Experience: Teach in first-year sequence: drill session/4th hour in 101 & 102; instructorship in 103 for either LATN or GREK

Pedagogical Training and Mentoring	Learning Goals
<ol style="list-style-type: none"> 1. Attend Teaching@, offered by CCT (required) in Autumn O-Week. 2. Attend Classics orientation, including session for first-year language teachers led by LPC. 3. Lead Drill Session/4th Hour for first-year Latin or first-year Greek in Fall or Winter. 4. Teach LATN or GREK 102 or 103. 5. Attend weekly course meetings, led by LPC. 6. 2 classroom observations by LPC as formative assessment. Instructor identifies day for visit; student may walk through lesson plan in advance, if desired; LPC shares observation protocols; post-observation discussion. 7. Students intending to complete the CCT's certificate in Second Language Pedagogy participate in an Inclusive Teaching workshop, offered by the CCT. 	<ol style="list-style-type: none"> 1. Understand teaching in the context of a private, R1 university, roles of teacher, learner. 2. Learn about College, departmental and individual policies, rules, practices; gain an understanding of articulation between courses (each one of us teaches one course in a multi-year team taught sequence). Review textbook, syllabi, syllabus notes; walk through "Course Manual," day-by-day lesson plans and rationales for first chapter in textbook; learn how to effectively use online resources. 3. Know what skill levels learners reach at the end of one year of instruction. Learn lesson planning, grading, interaction with students. Learn how to teach in a multi-section course, where you need to meet similar goals as other sections but can still exercise individual teaching style. Work as team, sharing materials, activities, stepping in to cover for others. 4. Discuss nuts and bolts issues, share materials, deal with learn issues/problems, vet exams, walk through course elements such as oral warm-up, in-class reading, exam procedures. 5. Learn what is working and what is not. How to be reflective about teaching. Are classroom plan and activities in harmony with methods and end-of-year outcomes? Developing personality as instructor, drawing on strengths and weaknesses.

Year 4. Teaching Experience: Teach in second-year sequence (Drill Session/4th hour + 203 for language not previously taught)

Pedagogical Training and Mentoring	Learning Goals
<ol style="list-style-type: none"> 1. Attend Classics orientation, including session for second-year language teachers led by LPC 2. Lead drill session/4th hour for second-year Latin or second-year Greek in Fall or Winter 3. In Spring, teach 203 course designed over previous terms. 4. In Fall and Winter, participate in Course Design Working Group, convened by LPC. 5. In Fall and Winter, observe one session in 2-3 classes of different types. These must be taught by a faculty member. One may be in another program (e.g. NELC, Religious Studies, Art History, History). 6. 2 classroom observations by LPC as formative assessment. Instructor identifies day for visit; may walk through lesson plan in advance, if desired; LPC shares observation protocols; post-observation discussion. 7. Students intending to complete the CCT's certificate in Second Language Pedagogy participate in an Inclusive Teaching workshop, offered by the CCT. 	<ol style="list-style-type: none"> 1. Learn about College, departmental and individual policies, rules, practices; gain an understanding of articulation between courses (each one of us teaches one course in a multi-year team-taught sequence). Review textbook, syllabi, syllabus notes; walk through "Course Manual," day-by-day lesson plans and rationales for first chapter in textbook; learn how to effectively use online resources. 2. Know how to differentiate intermediate from beginning skill level. Know how to meet the needs of students with different types and degrees of preparation. Start to get a sense of how literary/cultural learning and language learning interact at intermediate level. 3. Teach a self-designed Intermediate course with effective and appropriate outcomes, materials, activities, policies. Teach both language and humanities skills. Practice using discipline expertise to address non-specialist audience. Deal with varied and sometimes problematic prior knowledge among students. 4. Design Intermediate course in consultation with faculty and LPC, and with contributions/collaboration of peers. Understand nature, challenges, and successful structure of courses, and their role in the department and discipline. Create a well-conceived course, based on meaningful learning outcomes, delivered with engaging, appropriate materials, and the use of active in-class activities that further humanistic enquiry, as well as linguistic proficiency.

	<p>5. Experience instruction in Intermediate, Upper Division and non-language classes with a view to teaching, rather than to content learning. Observe several approaches to teaching the past. Consider teaching models one might follow, and faculty members one might cultivate as mentors.</p> <p>6. Learn what is working and what is not. How to be reflective about teaching. Are classroom plan and activities in harmony with methods and end-of-year outcomes? Developing personality as instructor, drawing on strengths and weaknesses.</p>
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Year 5. Teaching Experience: PD focused on writing.

Pedagogical Training and Mentoring	Learning Goals
<p>Take HUMA 50000: Pedagogy of Writing.</p> <p>Students may wish to work on developing a teaching philosophy (with CCT workshop) and other portfolio materials for the job market.</p>	<p>Learn best practice in the teaching and assessment of writing. Consider writing as a global and disciplinary skill. Consider how writing assignments fit into broader course design.</p>

Year 6. Teaching Experience: Teaching Beyond the Languages

Teaching Experience	Pedagogical Training and Mentoring	Learning Goals

<p>Teach one of 7 options, dependent on departmental availability and capacity:</p> <ol style="list-style-type: none"> 1. Teach a HUMA course. 2. Teach a LATN or GREK course not previously taught (e.g. an upper division course) 3. Course assistantship within the Classics department 4. Teach an LxC session, either in the department or outside of it TA/CA in another program or division 5. Work as BA Preceptor <p>We will also work within departmental planning to consider possibilities for free-standing courses, such as:</p> <ol style="list-style-type: none"> 6. Teach a self-designed course in Classics or in another department 7. Teach a course awarded through a TAVE 	<p>Depending on the option chosen, the following pedagogical training and mentoring opportunities will arise:</p> <p>HumCore Pedagogy training from CCT; coordination and consultation with other teachers in the core through weekly staff meetings. Mentoring by Chair of HumCore sequence.</p> <p>Mentoring from LPC and/or Classics faculty. If applicable, coordination and consultation with teachers of other sections of same course through weekly staff meetings.</p> <p>Mentoring from and coordination with faculty leading the course.</p> <p>Writing program training (see year 5). Consultation with sub-disciplinary experts among faculty.</p> <p>Consultation and coordination with faculty throughout the design and implementation of the new course. Regular meeting with faculty mentor cultivated during previous teaching experiences, and/or LPC.</p>	<p>Each option presents a variety of opportunities for further professional development; broader course design; experience teaching in a general humanities setting; experience designing and running an LxC section in consultation with the main instructor. The students will also have the opportunity to collaborate and be mentored by departmental faculty or faculty outside the department. Students teaching in the sixth year should also seek out the chance to be observed by a faculty member to gain that perspective on effective teaching.</p> <p>Across these options, students will:</p> <p>(i) Teach a course with effective and appropriate outcomes, materials, activities, policies. Demonstrate that expectations for humanities courses are realistic, based on knowledge of core humanities skills. Practice using discipline expertise to address non-specialist audience. Deal with varied and sometimes problematic prior knowledge among students.</p>
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		<p>(ii) Talk constructively about teaching practices, what is working, what needs adjustment. Discuss classroom activities, opportunities for language use and integration of in-class and out-of-class work. Are materials level appropriate? Are they effective in revealing ancient culture?</p> <p>(iii) Receive constructive feedback and gain perspective of one's own strengths and weaknesses.</p>
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